



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

13612 S. 36th Street, Phoenix, AZ 85044

Kyrene Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Highly Performing
2002-03 Highly Performing
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Carrie Furedy
Schedule : 7:15 AM to 4:00 PM
Grades : K-5
2004 Enrollment : 694
Web Address : www.kyrene.org
Phone Number : (480) 783-2600
Fax Number : (480) 496-9036
E-mail : cfured@kyrene.org

Mission

Our mission at Kyrene de la Colina is to foster an innovative, motivating and nurturing environment where a community of staff, parents and students work respectfully and collaboratively to support a strong educational foundation for all children.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

ü Colina students will increase their understanding of mathematical concepts and applications.

ü Colina students will have varied opportunities to read and write across the curriculum.

Enrollment

October 1, 2003 School Year Student Enrollment : 708
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 141

Instructional Programs

- Ü Gifted Education
- Ü All Day Kindergarten
- Ü Special Education
- Ü Academic Intervention
- Ü Literacy Specialist
- Ü Art, Music, PE
- Ü Technology Based Learning
- Ü Science Resource Center

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

The Colina staff recognizes that a strong parent-school relationship is critical in creating a productive and positive teaching and learning community. Our responsibility is to be proactive when communicating with parents regarding school issues.

Parents

Parents are encouraged to communicate with the teacher, support their child's learning and contact the school if their child is absent. Parents are an intricate part of the decision-making and are active in providing support through PTO membership.

Transportation Policy

Colina provides bus transportation for students who live 1 mile or more from school or who live where there are major arterial streets and/or intersections. Bus transportation is provided for students with disabilities whose IEPs require transportation. Crossing guards are at busy intersections in the immediate area. Parents are encouraged to supervise their children at the bus stop. Bus drivers are not permitted to drop students at any stop other than regularly assigned stop.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü ASU Martin Luther King Jr. Essay Contest Winner	2004
Ü Who's Who Among America's Teachers	2000
Ü School Chess Club Award	2004
Ü Library Project Goal Award	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	2007	75509	100	98	100	560	550	521	3	5	13	13	14	23	29	31	33	56	50	31
All Students (Prior Year)	159	1945	75372	100	98	100	553	545	523	2	3	9	10	15	25	34	37	36	55	45	30
Female	60	980	37013	100	98	100	564	552	522	0	4	12	16	14	24	22	31	33	62	51	31
Male	62	1027	38430	100	98	99	555	548	521	5	5	14	10	15	22	35	31	33	50	49	31
African American	NC	123	3660	NC	98	99	NC	516	496	NC	11	24	NC	27	31	NC	33	28	NC	29	18
Hispanic	16	288	30486	100	97	99	536	532	505	7	8	18	20	21	29	33	30	32	40	41	21
Asian/Pacific Islander	NC	170	1780	NC	98	98	NC	573	549	NC	1	5	NC	9	13	NC	27	33	NC	63	50
American Indian/Alaskan Native	NC	40	4075	NC	100	100	NC	506	486	NC	19	28	NC	33	34	NC	25	26	NC	22	12
White	87	1375	35192	100	98	99	566	555	534	1	3	8	11	12	19	29	32	35	59	52	39
Students with Disabilities	NC	193	9708	NC	99	100	NC	497	489	NC	24	32	NC	33	27	NC	23	24	NC	20	17
Students without Disabilities	116	1814	65801	99	98	98	560	554	525	3	3	11	12	13	23	28	32	34	57	52	33
Limited English Proficient Students	NC	41	16928	NC	100	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	19	256	36411				520	516	503	11	10	19	32	25	29	26	36	32	32	28	20
Non-Economically Disadvantaged	103	1751	39040				567	554	534	1	4	8	9	13	19	29	31	34	61	53	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	2005	75492	100	98	100	540	533	519	5	5	12	7	10	16	43	49	47	45	36	24
All Students (Prior Year)	158	1951	75221	100	99	100	537	536	523	3	2	8	9	9	16	56	59	56	32	29	21
Female	60	979	37014	100	98	100	543	536	523	2	4	10	9	8	15	41	48	48	48	40	27
Male	62	1026	38400	100	98	99	537	530	516	8	6	14	5	12	17	45	50	47	42	33	21
African American	NC	124	3665	NC	99	99	NC	515	505	NC	13	20	NC	18	22	NC	49	43	NC	19	14
Hispanic	16	291	30438	100	98	99	533	523	508	0	6	17	13	14	21	60	55	47	27	25	15
Asian/Pacific Islander	NC	167	1773	NC	96	98	NC	546	534	NC	2	4	NC	6	10	NC	38	50	NC	53	36
American Indian/Alaskan Native	NC	40	4081	NC	100	100	NC	504	498	NC	14	25	NC	31	26	NC	42	40	NC	14	8
White	87	1374	35177	100	98	99	541	536	528	6	4	8	6	8	13	41	49	49	47	38	31
Students with Disabilities	NC	194	9707	NC	100	100	NC	501	495	NC	26	33	NC	21	21	NC	36	33	NC	17	13
Students without Disabilities	116	1811	65785	99	98	98	541	536	522	4	3	10	7	9	16	44	50	49	46	38	26
Limited English Proficient Students	NC	40	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	19	258	36302				527	515	507	11	12	18	11	16	21	53	54	46	26	18	14
Non-Economically Disadvantaged	103	1747	39164				542	536	528	4	4	8	6	9	13	41	48	48	48	39	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	1993	75053	100	98	99	667	650	597	5	4	7	8	7	12	60	71	72	26	18	9
All Students (Prior Year)	158	1913	73654	100	97	99	551	544	530	2	4	9	8	9	13	79	76	70	11	11	7
Female	60	973	36872	100	97	99	718	682	621	3	3	5	3	3	9	60	70	74	33	24	12
Male	62	1020	38109	100	98	99	619	618	573	7	6	10	13	10	14	60	72	69	20	12	6
African American	NC	124	3636	NC	99	99	NC	606	568	NC	8	12	NC	13	16	NC	69	67	NC	9	6
Hispanic	16	284	30235	100	95	98	677	634	575	0	5	9	0	8	14	87	75	70	13	13	6
Asian/Pacific Islander	NC	166	1768	NC	95	98	NC	711	651	NC	3	3	NC	3	5	NC	57	72	NC	37	19
American Indian/Alaskan Native	NC	39	4044	NC	98	99	NC	590	550	NC	9	13	NC	9	17	NC	71	66	NC	11	4
White	87	1373	35028	100	98	99	660	651	613	7	4	6	11	6	10	53	72	73	29	18	11
Students with Disabilities	NC	192	9625	NC	99	100	NC	531	530	NC	19	21	NC	20	21	NC	58	55	NC	2	4
Students without Disabilities	116	1801	65428	99	97	98	676	659	604	4	3	6	7	6	11	61	72	73	27	19	10
Limited English Proficient Students	NC	39	16765	NC	98	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	19	257	36077				629	597	566	5	10	10	16	13	16	68	71	69	11	7	5
Non-Economically Disadvantaged	103	1736	38950				675	657	618	5	4	5	7	6	9	59	71	73	29	19	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	2065	76019	99	98	100	528	534	499	2	4	14	27	25	39	15	13	14	56	58	33
All Students (Prior Year)	108	2076	76230	96	97	100	521	528	498	5	3	12	23	25	38	15	13	12	57	60	37
Female	73	989	37207	100	98	100	522	534	499	3	2	12	29	25	41	19	14	14	50	58	33
Male	62	1073	38677	98	98	100	535	535	498	2	5	15	25	25	38	11	12	13	62	59	34
African American	17	145	3817	100	97	100	488	496	475	12	11	23	47	43	47	18	14	11	24	32	18
Hispanic	17	294	29458	100	97	100	500	513	480	6	5	20	38	39	48	19	14	12	38	42	20
Asian/Pacific Islander	NC	156	1673	NC	98	99	NC	563	531	NC	1	4	NC	14	29	NC	10	14	NC	74	53
American Indian/Alaskan Native	NC	52	4735	NC	100	100	NC	505	466	NC	15	28	NC	35	49	NC	13	10	NC	38	13
White	91	1403	35880	99	97	100	541	541	515	0	3	7	21	21	32	13	13	16	65	63	45
Students with Disabilities	11	185	9786	100	99	100	467	471	457	22	25	39	56	52	40	0	7	7	22	16	13
Students without Disabilities	124	1880	66233	98	98	99	533	539	503	1	2	11	25	23	39	16	13	14	58	61	35
Limited English Proficient Students	NC	44	15206	NC	100	100	NC	471	459	NC	22	31	NC	56	53	NC	0	7	NC	22	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	30	278	35714				493	497	480	7	8	20	48	48	47	17	15	12	28	29	20
Non-Economically Disadvantaged	105	1787	40266				539	540	513	1	3	9	21	22	33	15	12	15	64	62	43

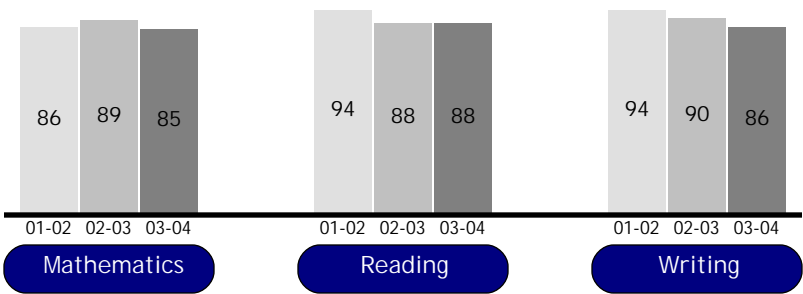
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	2069	76020	99	98	100	513	516	503	12	10	25	22	18	23	45	51	40	21	21	12
All Students (Prior Year)	110	2074	76202	98	97	100	520	519	505	7	6	19	12	16	24	60	56	46	21	23	11
Female	73	992	37213	100	98	100	513	519	504	7	9	22	21	18	23	56	51	42	16	22	13
Male	62	1074	38666	98	98	100	513	513	501	17	12	29	23	18	22	33	50	38	27	20	12
African American	17	146	3819	100	97	100	494	501	494	25	23	37	38	26	26	31	46	31	6	6	6
Hispanic	17	294	29442	100	97	99	503	506	494	20	17	37	20	27	26	47	42	31	13	13	6
Asian/Pacific Islander	NC	157	1672	NC	98	99	NC	530	513	NC	8	12	NC	11	19	NC	48	49	NC	33	20
American Indian/Alaskan Native	NC	52	4735	NC	100	100	NC	510	489	NC	22	48	NC	24	25	NC	45	24	NC	8	3
White	91	1405	35890	99	97	100	519	518	511	8	7	15	19	16	20	47	53	48	26	23	18
Students with Disabilities	11	185	9784	100	99	100	489	488	485	50	48	58	33	22	19	17	27	19	0	2	4
Students without Disabilities	124	1884	66236	98	98	99	514	518	504	10	8	23	21	18	23	47	52	42	22	22	13
Limited English Proficient Students	NC	44	15198	NC	100	100	NC	480	483	NC	80	59	NC	10	25	NC	10	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	30	278	35703				497	499	494	22	23	37	33	28	26	37	41	31	7	7	6
Non-Economically Disadvantaged	105	1791	40274				517	518	509	9	9	17	19	16	20	48	52	47	25	23	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	2061	75673	97	98	100	602	581	530	4	5	12	14	16	25	69	69	58	13	10	4
All Students (Prior Year)	102	2048	74692	91	96	99	514	528	502	8	6	18	28	19	27	55	60	47	9	15	8
Female	71	990	37099	97	98	100	623	603	548	4	2	8	9	11	22	68	74	64	19	13	6
Male	61	1069	38441	97	97	99	578	561	513	3	6	16	20	21	29	70	66	52	7	7	3
African American	17	144	3791	100	96	99	561	544	506	6	14	18	24	20	29	65	60	50	6	5	3
Hispanic	16	293	29305	94	96	99	601	561	507	0	4	16	27	20	31	60	70	51	13	6	2
Asian/Pacific Islander	NC	155	1665	NC	97	99	NC	622	573	NC	3	6	NC	8	16	NC	69	67	NC	20	10
American Indian/Alaskan Native	NC	52	4707	NC	100	100	NC	521	492	NC	8	19	NC	27	33	NC	63	46	NC	2	1
White	89	1403	35760	97	97	99	606	586	550	4	3	9	10	15	21	73	71	64	12	10	6
Students with Disabilities	11	185	9706	100	99	100	477	486	462	9	24	36	45	31	32	45	44	31	0	2	1
Students without Disabilities	121	1876	65967	95	98	99	613	588	536	3	3	10	11	15	25	71	71	60	14	11	5
Limited English Proficient Students	NC	43	15115	NC	98	100	NC	478	471	NC	22	26	NC	33	38	NC	44	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	29	277	35541				546	531	504	11	12	17	25	24	31	57	60	50	7	4	2
Non-Economically Disadvantaged	103	1784	40091				617	588	550	2	4	9	11	15	21	73	71	64	15	11	6

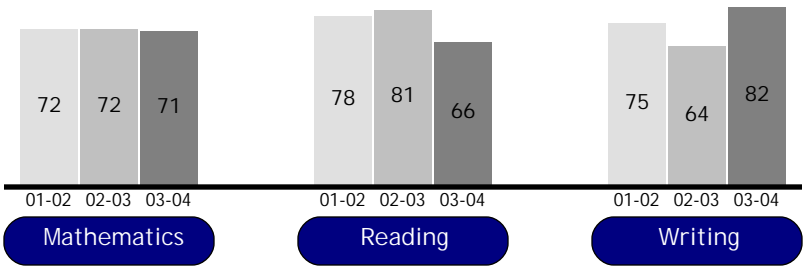
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	71	58	44	93	74	67	50	95	71	NA	58
	Language	99	74	56	39	97	74	60	43	98	69	60	50
	Mathematics	99	77	68	52	97	81	75	57	99	82	76	64
3	Reading	97	66	64	43	97	77	70	47	100	69	NA	55
	Language	97	73	70	50	99	77	72	54	98	69	72	61
	Mathematics	97	74	71	50	97	83	76	54	99	82	78	61
4	Reading	96	69	69	47	96	74	73	52	99	81	NA	56
	Language	96	62	63	45	98	66	65	48	99	73	66	52
	Mathematics	95	77	74	52	98	81	77	57	99	83	78	61
5	Reading	97	72	67	46	98	73	71	50	100	71	NA	55
	Language	97	66	61	43	99	62	65	46	99	65	65	49
	Mathematics	97	71	78	54	98	79	82	57	99	78	83	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Plan
- Ü Long-Range Planning/Data Analysis
- Ü Parent/School Relations
- Ü Safety Plan and Procedures
- Ü School Management/Operations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	37.00
Other Professional Staff	2.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	3	0	0
4 to 6 years	1	0	0	0
7 to 9 years	2	2	0	0
10 or more years	4	19	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	28
Core academic classes taught by Highly Qualified (NCLB) teachers.	84
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Networked Classrooms
- Ü Media Center/Library
- Ü Technology Labs

Extracurricular Activities

- Ü Student Council
- Ü Chess Club
- Ü Elements (Keyboarding--music)
- Ü Broadcasting Club
- Ü Cheer Club
- Ü Drawing and Cartooning Club
- Ü Mad Science Club
- Ü Intramural Sports

Social Services

- Ü Health Services
- Ü Breakfast/Lunch Programs
- Ü After School Child Care Program
- Ü Recreational Activities

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Goal 1: Colina students will increase their understanding of mathematical concepts and applications. Successes: Colina's spring 2004 AIMS and spring 2004 Stanford 9 scores indicate above average student achievement in all mathematical strands.
- ü Goal 2: Colina students will have varied opportunities to read and write across the curriculum. Successes: more circulation of library books; school daily silent reading time; book buddies; active participation in literature studies; journal writing.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	68	80
Grades 3-4	78	73
Grades 4-5	71	67

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Colina is dedicated in providing a safe school environment. A Safety Team has developed a comprehensive plan to address emergency procedures, environmental safety, student education, and community partnerships. Visitors must sign in and wear a badge. Colina will implement the Character Counts program this year in all grade levels. Teachers and support staff will also receive training on the Second Step Program (bullying prevention and awareness).

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Carrie Furedy	(480) 783-2600
Transportation Policy	Dave Franklin, Bonnie Elias	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4177
School Nutrition Programs	Robin Boyd	(480) 783-2696
Parent Organization	Christine Hartland	(480) 783-2600
Student Health/Nurse	Gaylon Johnson	(480) 783-2684

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.